



Hawthorn Community Primary School

Pupil Premium Strategy Statement 2019/2020

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for FSM achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

Accountability: It is for schools to decide how the pupil premium allocated to their school is spent. Schools will be held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment. School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school. Since September 2012, schools have had to publish online details of their pupil premium allocation and their plans to spend it in the current year.

1. Summary information

School	Hawthorn Community Primary School				
Academic Year	2019/20	Total PP budget Pupil allocation (£1320) (40)	= £52,800	Date of most recent PP Review	January 2017
Total number of pupils	299	Number of pupils eligible for PP	40	Date for next internal review of this strategy	July 2020

2. Key Data

EYFS Good Level of Development Measure

	National 2019	Hawthorn 2018	Hawthorn 2019
All		60.5%	61%
PP		57.1%	66%

Year 1 Phonics Screening

	National 2019	Hawthorn Primary	
		2018	2019
All		73.8%	70.5%
PP		40%	56%
Y2 retakes PP	88.1% All	100%	50%

KS1	EXPECTED				
	National All	All		PP	
		2018	2019	2018	2019
Reading		82.2%	61.9%	71.4%	40%
Writing		80%	69%	71.4%	40%
Maths		77.8%	71.4%	85.7%	50%

KS2	Expected National		Expected+ Hawthorn Non PP		Expected + PP	
	2018	2019	2018	2019	2018	2019
Reading	73.1%		88.9%	73.1%	75%	22.2%
Writing	78.4%		82.2%	84.4%	75%	33.3%
EGPS	78%		76%	73.3%	75%	44.4%
Maths	78.6%		64.4%	86.7%	75%	66.6%
Combined	64.8%		67%	64.4%	75%	22.2%

3. Identification of need for Pupil Premium children and the rationale for action

Number	Identified need and/or barrier	Rationale
1.	KS1 Phonics	Phonics results for PP children is significantly behind that of non PP children. The figure has risen this year, but not back to the 60% it was in 2017, or close to the national expectations. We have seen a direct correlation in our school data between the children who do not pass their phonics screening going on to then not achieve the expected level in KS1.
2.	Year 6 attainment and progress for 2019/20	<p>The impact of the additional support in 2018/19 academic year ensured all children made at least expected, with many making accelerated progress in reading and writing. Only one PP child did not make the required amount of progress in maths, making 5 points. These children made the required progress but did not make accelerated progress in order to achieve the expected standard at KS2.</p> <p>The current year 6 co-hort has 8 PP children in it (20%) of our PP children. This year group contains 3 PP children who should achieve GD in 1 or more area at the end of KS2.</p> <p>The remaining 5 children all need to make accelerated progress to remain on track to achieve their KS2 levels in line with end of KS1/EYFS data.</p> <p>The gap between the achievements of PP V's Non PP children is still present and has increased from last year's data.</p>
3.	Year 2 attainment and progress for 2019/2020	<p>The attainment of PP children at the end of KS1 has dropped since last year, and although the overall achievement of KS1 pupils has dropped, the gap remains wide between PP and non PP achievement at KS1</p> <p>The achievement of children in KS1 is low and the barriers to their achievement centres around phonics and spoken language skills.</p>
4.	PP children and their families have greater control over their PP allocation to enrich the curriculum for those learners	For the second year PP families have been offered a Virtual Voucher to spend on school clubs and breakfast clubs. However, the uptake on 45% or more of the amount was 10 children in 2017-18 but tis only increased to 12 in 2018-19.
5.	Attendance of the PP children is lower than 95%	Last year 22 out of 40 PP children had attendance of below 95%

4. Actions to address need and/or overcome the barriers and review			
Identified need	Desired Outcome	Actions to achieve the desired outcome	Impact - review RAG
1.	For phonics results for PP children to at least be in line with non PP children	<ul style="list-style-type: none"> Phonics and reading is on the school development plan and training from the reading lead happens each short term in a staff meeting Quality first teaching for reading is being supported by training opportunities Phonics sessions increased in length and structure Involvement from RWI for development days to ensure quality teaching on phonics by teachers and support staff Reading profile within the school has been raised by the reading lead and each class visits the library 3 times a year and parents/children have specific reading bookmarks to provide more book talk opportunities Reading for pleasure is now higher on the schools proprieties, with each class timetabling reading opportunities and modelling a love of books Full time TA employed to support the teaching of reading across the school. 15 hours per week is dedicated to RWI intervention. 45% of children worked with are PP children. 	
2.	For the children who are 7 or 8 points behind to get back on track prior to KS2 SATs	<ul style="list-style-type: none"> More focus on quality first teaching through teacher CPD led by subject leads in staff meetings Greater amount of training opportunities open to staff through The Pathfinder Schools Academy Trust HLTA to provide additional teaching in small groups to target specific areas identified by teachers through assessments and teaching – 3 days a week Additional TA hours for afternoon interventions in years 1-6 and the use of longer cycles of interventions (8/9 weeks rather than 6) so children can have quality structured interventions that are identified following data points Full time support in EYFS Use of reading intervention lead by reading leader and two trained TAs used weekly for year 5 and 6 children Teachers and HT to deliver booster sessions after school twice a week for 8 weeks in spring term to provide additional teaching prior to SATs PP meetings focused in PP children and the strategies used to accelerate their progress 	
3.	For PP children to make accelerated progress to ensure they are on track following EYFS/KS1 data	<ul style="list-style-type: none"> More focus on quality first teaching through teacher CPD led by subject leads in staff meetings Greater amount of training opportunities open to staff through The Pathfinder Schools Academy Trust Additional TA hours for afternoon interventions in years 1-6 and the use of longer cycles of interventions (8/9 weeks rather than 6) so children can have quality structured interventions that are identified following data points 	

		<ul style="list-style-type: none"> • Full time support in EYFS • 2 SEN and PP child to undergo assessment from the Educational Psychologist – cost split between SEN and PP budget • PP meetings focused in PP children and the strategies used to accelerate their progress 	
4.	For the wellbeing of PP children and their families to be supported and give families who need additional help a named contact in school	<ul style="list-style-type: none"> • FSW to continue to lead EHAs with families, including vulnerable and PP families • Structured programme of 8 week interventions aimed at wellbeing and social skills • Some PP children have 1:1 work for 30 minutes per week • Family Support Worker to meet with families who need support but aren't at an EHA level in order to put support in place for them • FSW works between school and home to 'bridge' the gap, conduct home visits and signpost families as appropriate • Milk and fruit provided daily for PP children for break time snack if parents opt in 	
5.	For the PP children and families to have the opportunity to choose enrichment opportunities and to support parents financially in sending their children to extra-curricular activities	<ul style="list-style-type: none"> • Parents have more freedom in choosing how their personal allocation is used • Greater publication of personal allowance on letters to encourage greater uptake following last year's figures – office staff to facilitate • Children are given fruit and milk everyday • Virtual Voucher to extent to Beavers, Scouts, Cubs, Brownies, Rainbows and private swimming lessons as long as the organisation can invoice the school directly • Flyer sent to parents advertising the additional ways the Virtual Voucher can be used 	

6.	To improve the attendance of PP children to at least 95%	<ul style="list-style-type: none"> • Monitoring of attendance happens every 6 weeks • Letters are sent to families falling below the threshold • Family Support Worker holds attendance meetings and write contracts with parents and implements a 4 weekly review cycle overseen by the Headteacher • Families who aren't meeting the objectives of the contract are called to a meeting with the Headteacher • Onward referrals made for families who are persistently not attending • School attendance interclass competition continues with an award for most improved attendance introduced • Head teacher to announce class attendances on a weekly basis in assembly • Individual awards issued on a termly basis • Strict guidelines implemented by the HT to discourage in term absences and sending home of children who complain of feeling unwell 	
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Expenditure

Additional phonics TA Additional Phonics TA to work with children who are not on track with phonics, aren't making required progress or for Y2 and above who aren't off the RWI programme	£3078
Additional TA support across phases TAs are deployed to carry out small group interventions	£43,089
Family Support Worker To monitor attendance and work with the vulnerable families through EHAs or on an informal basis	£
Booster Sessions for Y6 Additional after school sessions in the run up to end of KS2 assessments in reading, GPS and maths	£211.20
Virtual Voucher £100 per child 30 minutes per week – this is an average as some weeks is greater and some less.	£4,000 Maintenance of Virtual Voucher (admin costs) £285.00
Milk and Fruit Provided for all PP children if parents opt in	£1224.00
Attendance Headteacher, Family Support Worker and Office Staff to monitor, send out letters to and hold contract meetings with families who have attendance under 95% Based on last year's data of 22 PP families	£1800

Headteacher will attend meetings with families who do not stick to the contract – cost not included.	
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Predicted PP spend for 2018/2019: £55183.09